

CHAPTER 5: REVISING AND EDITING

5.1 Reviewing Your Essay

Learning Objectives

1. Identify major areas of concern in the draft essay during revising and editing.
2. Use peer reviews and editing checklists to assist revising and editing.
3. Revise and edit the first draft of your essay and produce a final draft.

Revising and editing are the two tasks you undertake to significantly improve your essay. Both are very important elements of the writing process. You may think that a completed first draft means little improvement is needed. However, even experienced writers need to improve their drafts and rely on peers during revising and editing. You may know that athletes miss catches, fumble balls, or overshoot goals. Dancers forget steps, turn too slowly, or miss beats. For both athletes and dancers, the more they practice, the stronger their performance will become. Web designers seek better images, a more clever design, or a more appealing background for their web pages. Writing has the same capacity to profit from improvement and revision.

Understanding the Purpose of Revising and Editing

Revising and editing allow you to examine two important aspects of your writing separately, so that you can give each task your undivided attention.

- When you **revise**, you take a second look at your ideas. You might add, cut, move, or change information in order to make your ideas clearer, more accurate, more interesting, or more convincing.
- When you **edit**, you take a second look at how you expressed your ideas. You add or change words. You fix any problems in grammar, punctuation, and sentence structure. You improve your writing style. You make your essay into a polished, mature piece of writing, the end product of your best efforts.
- Many people hear the words *critic*, *critical*, and *criticism* and pick up only negative vibes that provoke feelings that make them blush, grumble, or shout. However, as a writer and a thinker, you need to learn to be critical of yourself in a positive way and have high expectations for your work. You also need to train your eye and trust your ability to fix what needs fixing. For this, you need to teach yourself where to look.

Tip

How do you get the best out of your revisions and editing? Here are some strategies that writers have developed to look at their first drafts from a fresh perspective. Try them over the course of this semester; then keep using the ones that bring results.

- Take a break. You are proud of what you wrote, but you might be too close to it to make changes. Set aside your writing for a few hours or even a day until you can look at it objectively.
- Ask someone you trust for feedback and constructive criticism.
- Pretend you are one of your readers. Are you satisfied or dissatisfied? Why?
- Use the resources that your college provides. Find out where your school's writing lab is located and ask about the assistance they provide online and in person.

The Importance of Unity and Coherence

Following your outline or other organizational plan closely offers you a reasonable guarantee that your writing will stay on purpose and not drift away from the controlling idea. However, when writers are rushed, are tired, or cannot find the right words, their writing may become less than they want it to be. Their writing may no longer be clear and concise, and they may be adding information that is not needed to develop the main idea.

When a piece of writing has unity, all the ideas in each paragraph and in the entire essay clearly belong and are arranged in an order that makes logical sense. When the writing has coherence, the ideas flow smoothly. The wording clearly indicates how one idea leads to another within a paragraph and from paragraph to paragraph.

Tip

Reading your writing aloud will often help you find problems with unity and coherence. Listen for the clarity and flow of your ideas. Identify places where you find yourself confused, and write a note to yourself about possible fixes.

Creating Unity

Sometimes writers get caught up in the moment and cannot resist a good digression. Even though you might enjoy such detours when you chat with friends, unplanned digressions usually harm a piece of writing.

Tuyet stayed close to her outline when she drafted the three body paragraphs of her essay she tentatively titled “Digital Technology: The Newest and the Best at What Price?” But a recent shopping trip for an HDTV upset her enough that she digressed from the main topic of her third paragraph and included comments about the sales staff at the electronics store she visited. When she revised her essay, she deleted the off-topic sentences that affected the unity of the paragraph.

Read the following paragraph twice, the first time without Tuyet's changes, and the second time with them.

Nothing is more confusing to me than choosing among televisions. It confuses lots of people who want a new high-definition digital television (HDTV) with a large screen to watch sports and DVDs on. ~~You could listen to the guys in the electronics store, but word has it they know little more than you do. They want to sell you what they have in stock, not what best fits your needs.~~ You face decisions you never had to make with the old, bulky picture-tube televisions. Screen resolution means the number of horizontal scan lines the screen can show. This resolution is often 1080p, or full HD, or 768p. The trouble is that if you have a smaller screen, 32 inches or 37 inches diagonal, you won't be able to tell the difference with the naked eye. ~~The 1080p televisions cost more, though, so those are what the salespeople want you to buy. They get bigger commissions.~~ The other important decision you face as you walk around the sales floor is whether to get a plasma screen or an LCD screen. ~~Now here the salespeople may finally give you decent info.~~ Plasma flat-panel television screens can be much larger in diameter than their LCD rivals. Plasma screens show truer blacks and can be viewed at a wider angle than current LCD screens. ~~But be careful and tell the salesperson you have budget constraints.~~ Large flat-panel plasma screens are much more expensive than flat-screen LCD models. Don't ~~let someone make you~~ buy more television than you need!

Exercise 1

Answer the following questions about Tuyet's paragraph:

1. Do you agree with Tuyet's decision to make the deletions she made? Did she cut too much, too little, or just enough? Explain.
2. Is the explanation of what screen resolution means a digression? Or is it audience friendly and essential to understanding the paragraph? Explain.
3. Is the use of 2nd person, "you," acceptable in a college paper?

Tip

When you reread your writing to find revisions to make, look for each type of problem in a separate sweep. Read it straight through once to locate any problems with unity. Read it straight through a second time to find problems with coherence. You may follow this same practice during many stages of the writing process.

Creating Coherence

Careful writers use transitions to clarify how the ideas in their sentences and paragraphs are related. These words and phrases help the writing flow smoothly. Adding transitions is not the only way to improve coherence, but they are often useful and give a mature feel to your essays. The table below, "Common Transitional Words and Phrases," groups many common transitions according to their purpose.

Common Transitional Words and Phrases

Transitions That Show Sequence or Time		
After	before	later
afterward	before long	meanwhile
as soon as	finally	next
at first	first, second, third	soon
at last	in the first place	then
Transitions That Show Position		
Above	across	at the bottom
at the top	behind	below
Beside	beyond	inside
Near	next to	opposite
to the left, to the right, to the side	under	where
Transitions That Show a Conclusion		
Indeed	hence	all in all
in the final analysis	therefore	thus
Transitions That Continue a Line of Thought		
consequently	furthermore	additionally
because	besides the fact	following this idea further
in addition	in the same way	moreover
looking further	considering..., it is clear that	
Transitions That Change a Line of Thought		
but	yet	however
nevertheless	on the contrary	on the other hand
Transitions That Show Importance		
above all	best	especially
in fact	more important	most important
most	worst	

Transitions That Introduce the Final Thoughts in a Paragraph or Essay		
finally	last	in conclusion
most of all	least of all	last of all
All-Purpose Transitions to Open Paragraphs or to Connect Ideas Inside Paragraphs		
admittedly	at this point	certainly
granted	it is true	generally speaking
in general	in this situation	no doubt
no one denies	obviously	of course
to be sure	undoubtedly	unquestionably
Transitions that Introduce Examples		
for instance	for example	specifically
Transitions That Clarify the Order of Events or Steps		
first, second, third	generally, furthermore, finally	in the first place, also, last
in the first place, finally	likewise, lastly	thus, additionally

Tip

Many writers make their revisions on a printed copy and then transfer them to the version on-screen. They conventionally use a small arrow called a caret (^) to show where to insert an addition or correction.

After Tuyet revised for unity, she next examined her paragraph about televisions to check for coherence. She looked for places where she needed to add a transition or perhaps reword the text to make the flow of ideas clear. In the version that follows, she has already deleted the sentences that were off topic.

Finally,
 ^Nothing is more confusing to me than choosing among televisions. It confuses lots of people who want a new high-definition digital television (HDtelevision) with a large screen to watch sports and DVDs on. ^There's good reason for this confusion: You face decisions you never had to make with the old, bulky picture-tube televisions. ^The first big decision is the screen resolution you want. Screen resolution means the number of horizontal scan lines the screen can show. This resolution is often 1080p, or full HD, or 768p. The trouble is that if you have a smaller screen, 32 inches or 37 inches diagonal, you won't be able to tell the difference with the naked eye. The ^second ^other important decision you face as you walk around the sales floor is whether to get a plasma screen or an LCD screen. ^Along with the choice of display type, a further decision buyers face is screen size and features. Plasma flat-panel television screens can be much larger in diameter than their LCD rivals. Plasma screens show truer blacks and can be viewed at a wider angle than current LCD screens. ^However, Large flat-panel plasma screens are much more expensive than flat-screen LCD models. Don't buy more television than you need!

Exercise 2

Answer the following questions about Tuyet's revised paragraph.

1. Do you agree with the transitions and other changes that Tuyet made to her paragraph? Which would you keep and which were unnecessary? Explain.
2. What transition words or phrases did Tuyet add to her paragraph? Why did she choose each one?
3. What effect does adding additional sentences have on the coherence of the paragraph? Explain. When you read both versions aloud, which version has a more logical flow of ideas? Explain.

Being Clear and Concise

Some writers are very methodical and painstaking when they write a first draft. Other writers unleash a lot of words in order to get out all that they feel they need to say. Do either of these composing styles match your style? Or is your composing style somewhere in between? No matter which description best fits you, the first draft of almost every piece of writing, no matter its author, can be made clearer and more concise.

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If you have a tendency to write too much, you will need to look for unnecessary words. If you have a tendency to be vague or imprecise in your wording, you will need to find specific words to replace any overly general language.

Identifying Wordiness

Sometimes writers use too many words when fewer words will appeal more to their audience and better fit their purpose. Here are some common examples of wordiness to look for in your draft. Eliminating wordiness helps all readers, because it makes your ideas clear, direct, and straightforward.

- **Sentences that begin with *There is* or *There are* .**

Wordy: There are two major experiments that the Biology Department sponsors.

Revised: The Biology Department sponsors two major experiments.

- **Sentences with unnecessary modifiers.**

Wordy: Two extremely famous and well-known consumer advocates spoke eloquently in favor of the proposed important legislation.

Revised: Two well-known consumer advocates spoke in favor of the proposed legislation.

- **Sentences with phrases that add little to the meaning.** Be judicious when you use phrases such as *in terms of*, *with a mind to*, *on the subject of*, *as to whether or not*, *more or less*, *as far as...is concerned*, and similar expressions. You can usually find a more straightforward way to state your point.

Wordy: As a world leader in the field of green technology, the company plans to focus its efforts in the area of geothermal energy.

A report as to whether or not to use geysers as an energy source is in the process of preparation.

Revised: As a world leader in green technology, the company plans to focus on geothermal energy.

A report about using geysers as an energy source is in preparation.

- **Sentences in the passive voice or with forms of the verb *to be*.** Sentences with passive-voice verbs often create confusion, because the subject of the sentence does not perform an action. Sentences are clearer when the subject of the sentence performs the action and is followed by a strong verb. Use strong

active-voice verbs in place of forms of *to be*, which can lead to wordiness. Avoid passive voice when you can.

Wordy: It might perhaps be said that using a GPS device is something that is a benefit to drivers who have a poor sense of direction.

Revised: Using a GPS device benefits drivers who have a poor sense of direction.

- **Sentences with phrases that can be shortened.**

Wordy: The e-book reader, which is a recent invention, may become as commonplace as the cell phone.

Revised: The e-book reader, a recent invention, may become as commonplace as the cell phone.

Wordy: My over-sixty uncle bought an e-book reader, and his wife bought an e-book reader, too.

Revised: My over-sixty uncle and his wife both bought e-book readers.

Choosing Specific, Appropriate Words

Most college essays should be written in formal English suitable for an academic situation. Follow these principles to be sure that your word choice is appropriate.

- **Avoid slang.** Find alternatives to *bummer*, *kids*, *hanging out*.
- **Avoid language that is overly casual.** Write about “men and women” rather than “girls and guys” unless you are trying to create a specific effect. A formal tone calls for formal language.
- **Avoid contractions.** Use *do not* in place of *don’t*, *I am* in place of *I’m*, *have not* in place of *haven’t*, and so on. Contractions are considered casual speech.
- **Avoid clichés.** Overused expressions such as *green with envy*, *face the music*, *better late than never*, and similar expressions are empty of meaning and may not appeal to your audience.
- **Be careful when you use words that sound alike but have different meanings.** Some examples are *allusion/illusion*, *complement/compliment*, *council/counsel*, *concurrent/consecutive*, *founder/flounder*, and *historic/historical*. When in doubt, check a dictionary.
- **Choose words with the connotations you want.** Choosing a word for its connotations is as important in formal essay writing as it is in all kinds of writing. Compare the positive connotations of the word *proud* and the negative connotations of *arrogant* and *conceited*.
- **Use specific words rather than overly general words.** Find synonyms for *thing*, *people*, *nice*, *good*, *bad*, *interesting*, and other vague words. Or use specific details to make your exact meaning clear.

Now read the revisions below Tuyet made to make her third paragraph clearer and more concise. She has already incorporated the changes she made to improve unity and coherence.

confuses buyers more than purchasing
Finally, nothing [^] ~~is more confusing to me than choosing among televisions. It confuses~~
~~lots of people who want~~ a new high-definition digital television (HDTV), ~~with a large~~
~~screen to watch sports and DVDs on.~~ ^{and with} There's good reason. ~~for this confusion.~~ You face
~~decisions you never had to make with the old, bulky picture-tube televisions.~~ The first
^{involves} big decision ^{which} ~~is~~ the screen resolution, ~~you want.~~ ~~Screen resolution~~ means the number of
horizontal scan lines the screen can show. This resolution is often expressed as 1080p,
^{as} or full HD, or ^{on} ^768p, which is half that. The trouble is that [^] ~~if you have~~ a smaller
~~screen,~~ ^{screen, viewers will not} 32-inch or 37-inch diagonal ^{between them} ~~you won't~~ be able to tell the difference [^] with
the naked eye. The second important decision ~~you face as you walk around the sales~~
~~floor~~ is whether to get a plasma screen or an LCD screen. ~~Along with the choice of~~
~~display type, a further decision buyers face is screen size and features.~~ Plasma flat-
panel television screens can be much larger in diameter than their LCD rivals. Plasma
^{deeper} screens show ~~truer~~ [^] blacks and can be viewed at a wider angle than current LCD screens.
However, large flat-panel plasma screens are much more expensive than flat-screen LCD
models. ~~Only after buyers are totally certain they know what they want should they open their wallets.~~
~~Don't buy more television than you need!!~~

Exercise 3

Answer the following questions about Tuyet's revised paragraph:

1. Read the unrevised and the revised paragraphs aloud. Explain in your own words how changes in word choice have affected Tuyet's writing.
2. Do you agree with the changes that Mariah made to her paragraph? Which changes would you keep and which were unnecessary? Explain. What other changes would you have made?
3. What effect does removing contractions and the pronoun *you* have on the tone of the paragraph? How would you characterize the tone now? Is it more academic? Why?

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5.2 Completing a Peer Review

After working so closely with a piece of writing, writers often need to step back and ask for a more objective reader. What writers most need is feedback from readers who can respond only to the words on the page. When they are ready, writers show their drafts to someone, sometimes a classmate, they respect and who can give an honest response about the essay's strengths and weaknesses.

Sooner or later, someone is going to hand you a piece of writing and ask for your opinion. You may be asked to review another student's essay as part of your class work. Perhaps a friend or a younger brother or sister has come to you for help. If you develop a reputation for being a good writer, then the chances are good that even your boss might ask you to look over letters or policy statements and offer your professional opinion. In any case, if you really want to do a good job in these situations, you're going to need reviewing skills. You're going to need to be able to identify problems, suggest alternatives, and, more importantly, support everything you say with reasonable claims. Furthermore, you must do all this in a convincing way that makes the writer want to make the changes you suggest. You must know what's wrong with a document, why it's wrong, and how to fix it.

You've probably heard the saying, "A writer is his own worst critic." Whoever said this undoubtedly suffered from poor self-reviewing skills. After all, it's easier to spot problems in other people's writing because our own ego (or pride) doesn't get in the way. Another problem is that sometimes we get so caught up in what we want to get across in our writing that we don't pay enough attention to how we're expressing it -- a sentence that makes perfect sense to us might be total gibberish to someone else. Thankfully, these are all problems that can be overcome. You can learn to fairly and accurately review your own work. One way you can get better at self-reviewing is to spend time reviewing other people's work. Eventually, you'll develop a knack for spotting errors that will serve you well as you edit and revise your own work.

Writers, particularly new writers, often find that letting other writers review their work is tremendously helpful. Most universities have writing centers, where students can have their essays reviewed for free by experienced student writers or tutors. These tutors can work with you one-on-one to help you improve your writing and earn better grades.

You should realize that reviewing your work, like planning, drafting, or revising, is a recursive process. It is not something a writer does just at the end of his work. For instance, you may want to write an introduction to an essay and have it reviewed by a teacher or classmate before trudging forward. If you're on the wrong track, you'd be better off knowing about it sooner rather than later -- especially if a deadline or due date is looming.

You, too, can ask a peer to read your draft when it is ready. After evaluating the feedback and assessing what is most helpful, the reader's feedback will help you when you revise your draft. This process is called **peer review**.

You can work with a partner in your class and identify specific ways to strengthen each other's essays. Although you may be uncomfortable sharing your writing at first, remember that each writer is working toward the same goal: a final draft that fits the audience and the purpose. Maintaining a positive attitude when providing feedback will put you and your partner at ease. The box that follows provides a useful framework for the peer review session.

Questions for Peer Review

Questions for Peer Review	Writer's Name _____
Title of essay: _____	
Peer reviewer's name: _____	
1. This essay is about _____.	
2. The main points in this essay are _____.	
3. What I most liked about this essay is _____.	
4. These three points struck me as the strongest:	
1. Point: _____	Why: _____
2. Point: _____	Why: _____
3. Point: _____	Why: _____
5. These places in your essay are not clear to me:	
1. Where: _____	Needs improvement because _____
2. Where: _____	Needs improvement because _____
3. Where: _____	Needs improvement because _____
6. The one additional change you could make that would improve this essay significantly is _____.	

Another Format for Peer Review

When you're reviewing your own paper or the paper of a friend or classmate, ask yourself a few questions:

ORGANIZATION

1. What are your initial thoughts? What strengths and weaknesses does the paper have? What parts confused you, or might be confusing to other readers? What's the most important thing that the writer is trying to say?
2. How is the paper you're reviewing organized? Again, does it start with the broad and move to specifics? Do all sentences support the paragraph's topic sentence, and do all paragraphs support the thesis? Is there an *Introduction* that draws in the reader, or does it restate the assignment and become redundant? Is the paper organized in a way that will make sense to readers? Does the writer employ transitions effectively? Does the paper flow from beginning to end?

FOCUS AND STYLE

1. Is the paper focused on the assignment? Does it follow the same thought throughout the paper, or does it jump from subject to subject? Do I feel like I'm still learning about/thinking about the same subject at the end of the paper that I was at the beginning of the paper?
2. Try to paraphrase the thesis of the paper as a promise: *In this paper, the writer will...* Does the writer fulfill his/her obligation stated in the thesis?
3. What's the writer's position on the issue? What words does the writer use to indicate his/her position?
4. In what style is the paper written? Does it *work* for the subject matter and assignment? Will the paper appeal to its intended audience? Is the writing at an appropriate level for the target audience?

DEVELOPMENT

1. Does the title indicate what the paper is about? Does it catch your interest? Does the opening paragraph draw you in? If not, can you suggest a different approach to catch the readers' attention?
2. How is the development of the paper carried out? Does it start with a broad subject and then move to something more specific?
3. Does the concluding sentence draw the argument of the paper to a close by bringing together the main points provided in the paper, or does it just end? Does the writer conclude in a memorable way, or does he/she simply trail off? If the ending is too abrupt or too vague, can you suggest some other way to conclude the paper? Does the ending introduce any new topics?

CONVENTIONS

1. Are common or appropriate writing conventions followed?
2. Are grammar, spelling, punctuation and other mechanics observed?

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Exercise 4

Exchange essays with a classmate and complete a peer review of each other's draft in progress. Remember to give positive feedback and to be courteous, polite, and constructive in your responses. Focus on providing one positive comment and one question for more information to the author.

Using Feedback Objectively

The purpose of peer feedback is to receive constructive criticism of your essay. Your peer reviewer is your first real audience, and you have the opportunity to learn what confuses and delights a reader so that you can improve your work before sharing the final draft with a wider audience (or your intended audience).

It may not be necessary to incorporate every recommendation your peer reviewer makes. However, if you start to observe a pattern in the responses you receive from peer reviewers, you might want to take that feedback into consideration in future assignments. For example, if you read consistent comments about a need for more attention to how your paper holds together, then you may want to consider reviewing a list of transitions and connectors for this paper as well as in future assignments.

Using Feedback from Multiple Sources

You might get feedback from more than one reader as you share different stages of your revised draft. In this situation, you may receive feedback from readers who do not understand the assignment or who lack your involvement with and enthusiasm for it.

You need to evaluate the responses you receive according to two important criteria:

1. Determine if the feedback supports the purpose of the assignment.
2. Determine if the suggested revisions are appropriate to the audience.

Then, using these standards, accept or reject revision feedback. *You may also ask your teacher for advice at this point.*

5.3 Editing Your Draft for Standard Grammar and Mechanics

If you have been incorporating each set of revisions as Tuyet has, you have produced multiple drafts of your writing. So far, all your changes have been content changes. Perhaps with the help of peer feedback, you have made sure that you sufficiently supported your ideas. You have checked for problems with unity and coherence. You

have examined your essay for word choice, revising to cut unnecessary words and to replace weak wording with specific and appropriate wording.

The next step after revising the content is editing. When you edit, you examine the surface features of your text. You examine your spelling, grammar, usage, and punctuation. You also make sure you use the proper format when creating your finished assignment.

Tip

Editing often takes time. Budgeting time into the writing process allows you to complete additional edits after revising. **Editing and proofreading** your writing helps you create a finished work that represents your best efforts. Here are a few more tips to remember about your readers:

- Readers do not notice correct spelling, but they *do* notice misspellings.
- Readers look past your sentences to get to your ideas—unless the sentences are awkward, poorly constructed, and frustrating to read.
- Readers notice when every sentence has the same rhythm as every other sentence, with no variety.
- Readers do not cheer when you use *there*, *their*, and *they're* correctly, but they notice when you do not.
- Readers will notice the care with which you handled your assignment and your attention to detail in the delivery of an error-free document.

The next chapters of this book offer a useful review of word choice, usage, grammar, and mechanics. Use them to help you eliminate major errors in your writing and refine your understanding of the conventions of language. Do not hesitate to ask for help, too, from peer tutors in your academic department or in the college's writing lab.

In the meantime, use the checklist on the next page to help you edit your writing.

Checklist

Editing Your Writing

Grammar

- Are some sentences actually sentence fragments?
- Are some sentences run-on sentences? How can I correct them?
- Do some sentences need conjunctions between independent clauses?
- Does every verb agree with its subject?
- Is every verb in the correct tense?
- Are tense forms, especially for irregular verbs, written correctly?
- Have I used subject, object, and possessive personal pronouns correctly?
- Have I used *who* and *whom* correctly?
- Is the antecedent of every pronoun clear?
- Do all personal pronouns agree with their antecedents?
- Have I used the correct comparative and superlative forms of adjectives and adverbs?
- Is it clear which word a participial phrase modifies, or is it a dangling modifier?
- Have I checked all nouns for number and agreement and for correct article use?

Sentence Structure

- Are all my sentences simple sentences, or do I vary my sentence structure?
- Have I chosen the best coordinating or subordinating conjunctions to join clauses?
- Have I created long sentences with too much information that should be shortened for clarity?
- Do I see any mistakes in parallel structure?

Punctuation

- Does every sentence end with the correct end punctuation?
- Can I justify the use of every exclamation point?
- Have I used apostrophes correctly to write all singular and plural possessive forms?
- Have I used quotation marks correctly?

Mechanics and Usage

- Can I find any spelling errors? How can I correct them?
- Have I used capital letters where they are needed?
- Have I written abbreviations, where allowed, correctly?
- Can I find any errors in the use of commonly confused words, such as *to/too/two*?
- If my paper is typed, have I followed the correct format that my professor requires?

Tip

Be careful about relying too much on spelling checkers and grammar checkers. A spelling checker cannot recognize that you meant to write *principle* but wrote *principal* instead. A grammar checker often queries constructions that are perfectly correct. The program does not understand your meaning; it makes its check against a general set of formulas that might not apply in each instance. If you use a grammar checker, accept the suggestions that make sense, but consider why the suggestions came up.

Proofreading requires patience; it is very easy to read past a mistake. Set your paper aside for at least a few hours, if not a day or more, so your mind will rest. Some professional proofreaders read a text backward so they can concentrate on spelling and punctuation. Another helpful technique is to slowly read a paper aloud, paying attention to every word, letter, and punctuation mark.

If you need additional proofreading help, ask a reliable friend, a classmate, or a peer tutor to make a final pass on your paper to look for anything you missed.

Formatting

Remember to use proper format when creating your finished assignment. For most academic papers, the appropriate format would be to use 1" margins, "Times New Roman" font in 12 point, and double spaced. It is good to get in the habit of typing all papers that way which will make it easier when you are doing much longer research papers.

Sometimes an instructor, a department, or a college will require students to follow specific instructions on titles, margins, page numbers, or the location of the writer's name. These requirements may be more detailed and rigid for research projects and term papers, which often observe the American Psychological Association (APA) or Modern Language Association (MLA) style guides, especially when citations of sources are included.

To ensure the format is correct and follows any specific instructions, make a final check before you submit an assignment.

Key Takeaways

- Revising and editing are the stages of the writing process in which you improve your work before producing a final draft.
- During revising, you add, cut, move, or change information in order to improve content.
- During editing, you take a second look at the words and sentences you used to express your ideas and fix any problems in grammar, punctuation, and sentence structure.
- Unity in writing means that all the ideas in each paragraph and in the entire essay clearly belong together and are arranged in an order that makes logical sense.

- Coherence in writing means that the writer’s wording clearly indicates how one idea leads to another within a paragraph and between paragraphs.
- Transitional words and phrases effectively make writing more coherent.
- Writing should be clear and concise, with no unnecessary words.
- Effective formal writing uses specific, appropriate words and avoids slang, contractions, clichés, and overly general words.
- Peer reviews, done properly, can give writers objective feedback about their writing. It is the writer’s responsibility to evaluate the results of peer reviews and incorporate only useful feedback.
- Remember to budget time for careful editing and proofreading. Use all available resources, including editing checklists, peer editing, and your institution’s writing lab, to improve your editing skills.

5.4 Keeping Track of Your Sentence-Level Grammar Errors

On the next page, you will see an **Error Analysis Checklist** for you to use when you receive your paper with comments from your instructor.

ERROR ANALYSIS CHECKLIST

Error Symbol	Meaning	Place a checkmark next to EACH error you find in these essays/compositions				
		Essay #1	Essay #2	Essay #3	Essay #4	Essay #5
vt	verb tense					
vf	verb form					
ss	sentence structure					
wo	word order					
conj	conjunction / connector					
sv/agr	subject/verb agreement					
art	article					
det	determiner					
s/pl (num)	singular/ plural noun forms					
wc	word choice					
wf	word form					
prep	preposition					
cs	comma splice					
ro	run on					
frag	fragment					
p	punctuation					
sp	spelling					
cap	capitalization					
unclear ????	unclear point or nonidiomatic English					
MW	missing word					
WW	wrong word					
transition	transition missing or wrong					
☐	indentation missing					
↕	transpose words					
Total Error Count:						

PART II: LANGUAGE USE, GRAMMAR & MECHANICS